

# Personalizing Evidence-Based Interventions to Youth with Identified Social, Emotional, and Behavioral Needs

# MENU of Evidence-based Supports

Going from Tier 1 to Tier 2

**Targeted/  
Intensive**  
(High-risk  
students)  
Individual Interventions  
(3-5%)

**Selected**  
(At-risk Students)  
Small Group or  
Individual Strategies  
(10-25% of students)

Universal  
(All Students)

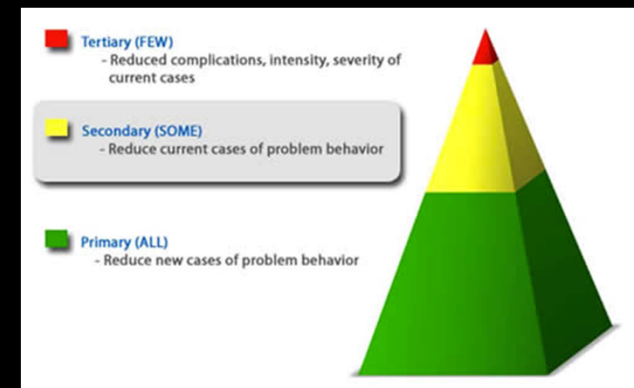
School/classwide, Culturally Relevant  
Systems of Support  
(75-90% of students)

## Tier 2 Menu:

- Performance-based Interventions
  - Behavioral contract
  - Self monitoring
  - School-home note system
  - Structured, mentor-based program
  - Class Pass Intervention
  - Goal setting with problem solving
- Acquisition-based Interventions
  - Small group social-emotional skills
    - Social skills
    - Executive functioning
    - Emotion regulation

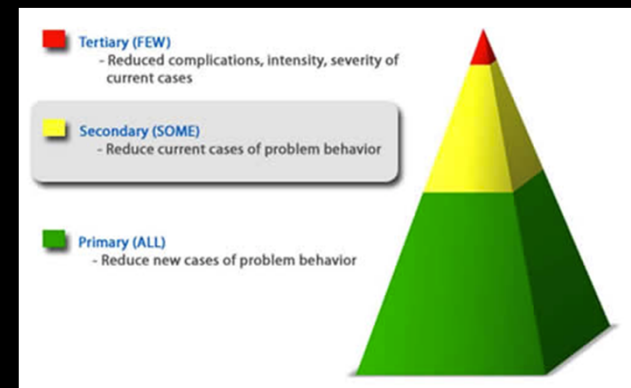
# Tier 2 as Key Level within a Continuum of Care

- 10 to 25% of all students who are emotionally and behaviorally at-risk for short- and long-term negative outcomes and who are in need of intervention



# Tier 2 as Key Level within a Continuum of Care

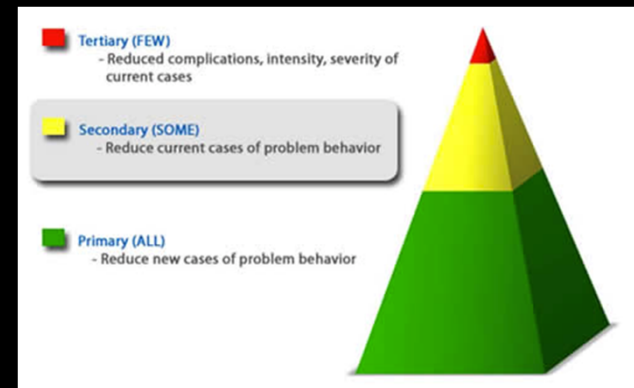
- Essential intermediary level of support within an MTSS framework
  - AKA – targeted or selective intervention, secondary prevention (reverse problems)
  - Quick and dirty (efficient, feasible, time sensitive)
    - Limited assessment data and minimal expertise needed from specially-trained staff to select an appropriate intervention and facilitate its implementation



What factors should be in place  
for any intervention to result in  
effective behavior change?

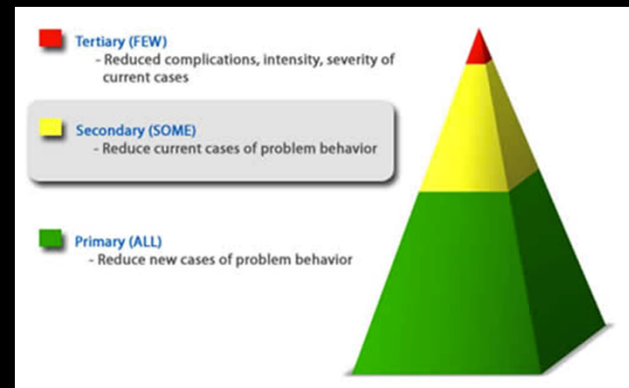
# Tier 2 as Key Level within a Continuum of Care

- Tier 2 interventions are weakened by fractures in the Tier 1 level of support
  - Poor relationships will undermine intervention
  - Disorderly classroom environments will work against an intervention
  - The more rigid the environment, the less it will accommodate an intervention



# Tier 2 as Key Level within a Continuum of Care

- Tier 2 is a process that we wrap around a child not just an intervention
  - Proactively detecting students who need intervention
  - Matching students to intervention
  - Gathering baseline data
  - Implementing the intervention
  - Monitoring progress
  - Meeting





# Problems with Current State of Tier 2

- Several screening tools exist but limited to no instruments for selecting or matching students to the “right” intervention
- Educators are “shooting in the dark” when selecting, implementing and monitoring interventions
- Limited practical guidelines that integrate Tier 2 practices from beginning to end



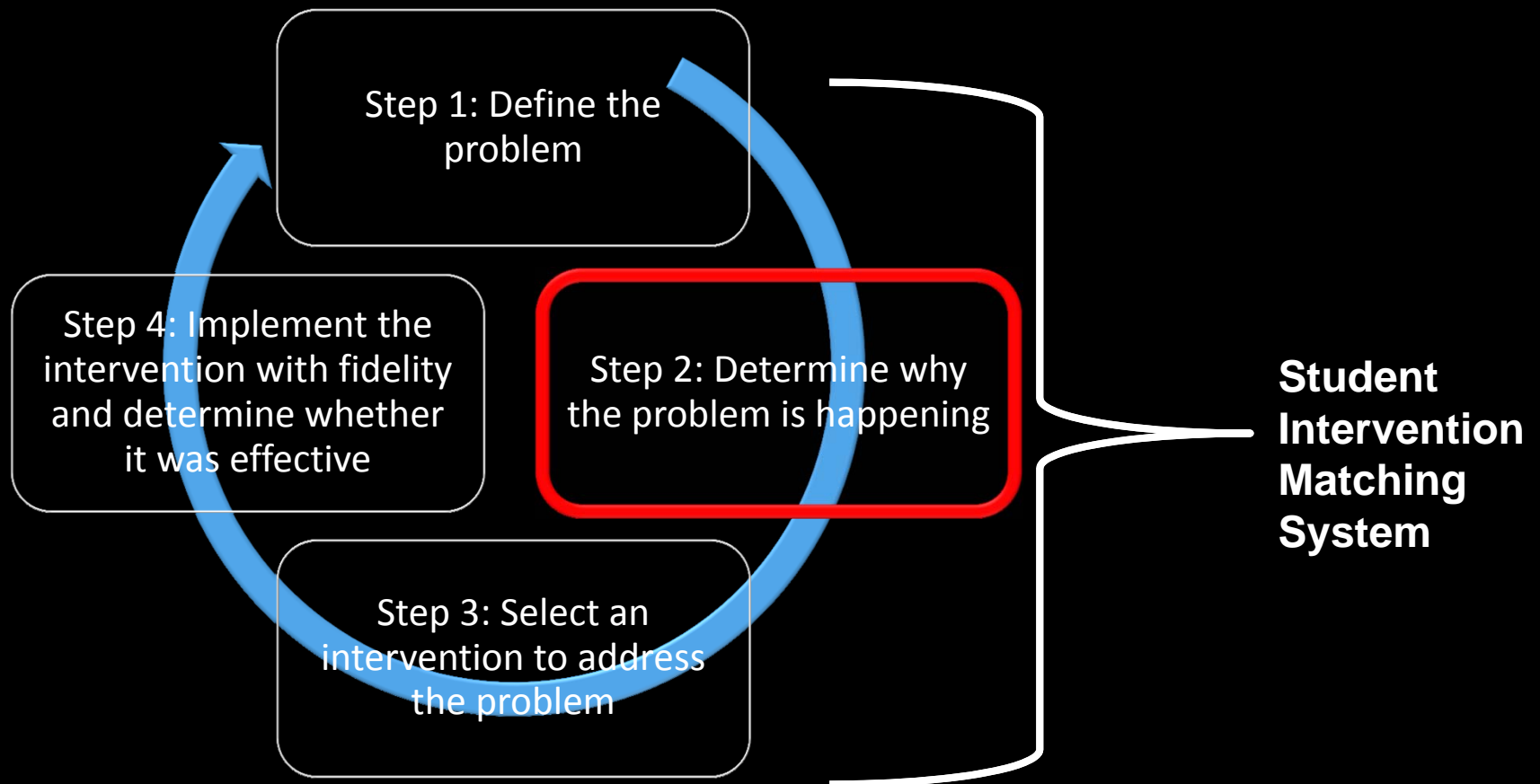


# AIM2

## Tier 2 Process from Beginning to End

- Assess to
  1. match intervention
  2. select tool & establish baseline performance
- Implementation plan to ensure fidelity
  - Identification of active ingredients
  - Identify who is responsible for implementing
- Monitor student response and intervention fidelity
  - Gathering data to inform decisions
- Meet to review and make a data-based decision

# Problem-Solving Process



# Root Cause Analysis: Matching Students to the Most Precise and Appropriate Intervention

- Theoretically-informed approach to determine the root cause for why the student is exhibiting academic, emotional, and/or behavioral problems
- The root cause is then linked to a precise evidence-based intervention of known proportions (clear ingredients to implement)



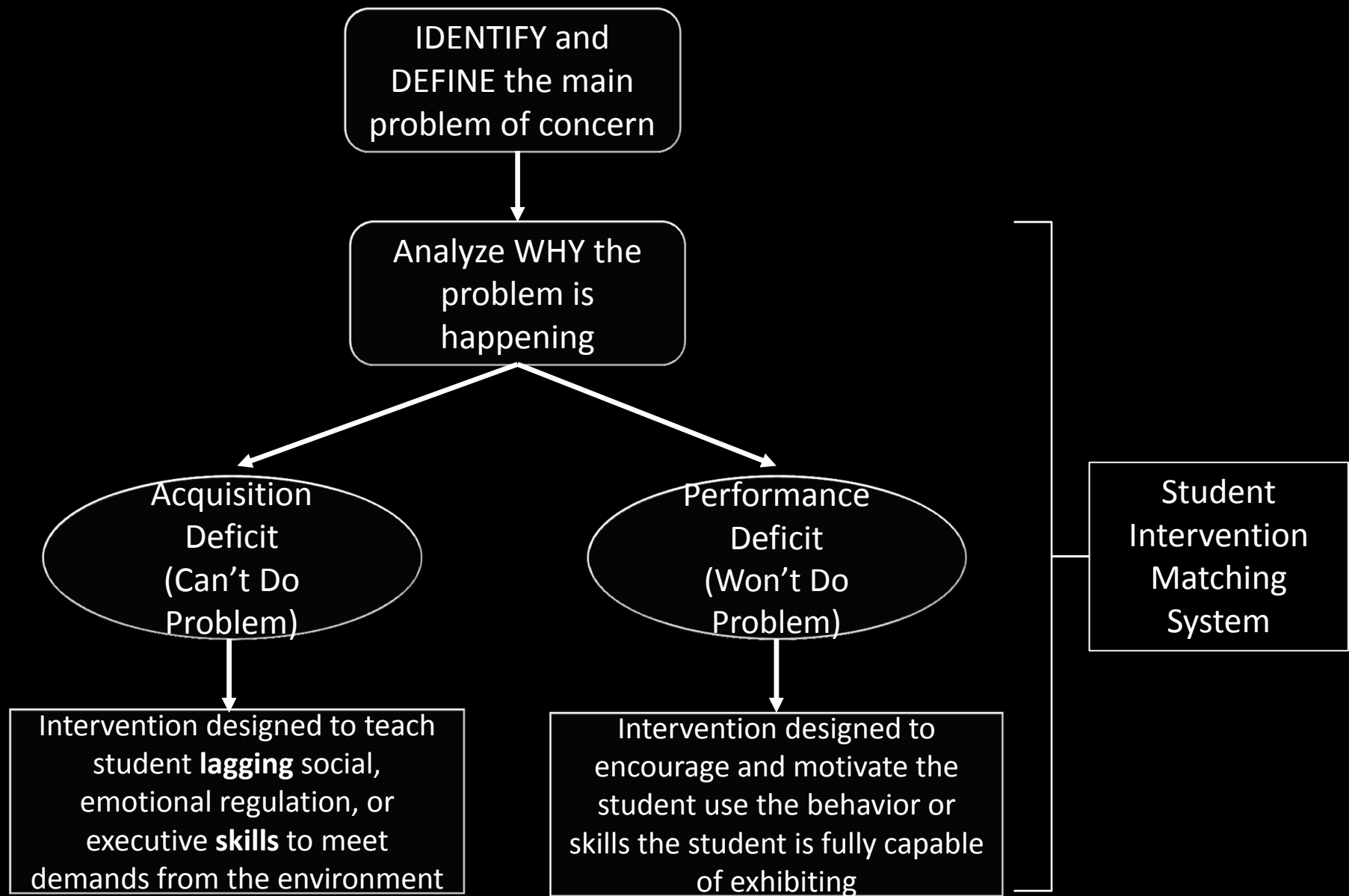
There will **ALWAYS** be a problem when the environment demands from a person:

1. a skill he or she does not possess OR
2. a skill or behavior the person is not properly motivated to exhibit



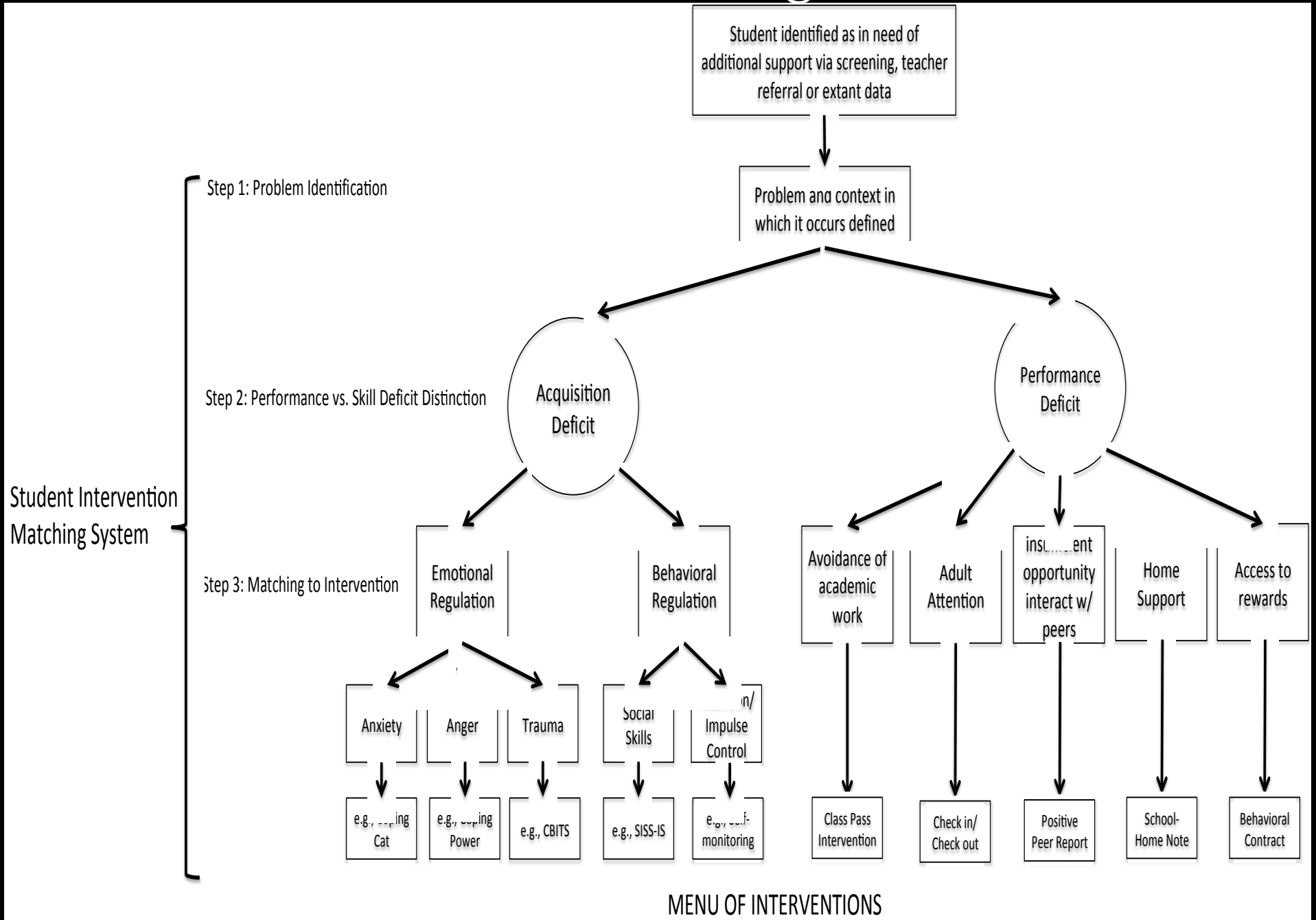
# Acquisition vs. Performance

Descriptor	Acquisition Deficit	Performance Deficit
<b>Explanation of the problem</b>	Problem occurs because the student does not possess the requisite skills/behaviors to meet the demands of the environment	Problem occurs because the student is insufficiently supported by the environment to exhibit the desired behavior or use specific skills
<b>Student deficit</b>	Student lacks a skill/behavior that is necessary to meet the social or academic demands of the environment	Student is not properly motivated and/or supported to utilize skills/behaviors they already possess
<b>Type of problem</b>	Can't Do Problem	Won't Do Problem
<b>Focus of the intervention</b>	Instructional intervention that focuses on teaching the student skills or behaviors to effectively meet the demands from the environment	Intervention that is embedded in the environment that prompts, encourages, and motivates student to use skills/behaviors he or she already possesses



### Categories of Interventions

# Student Intervention Matching - Form





# Example Evidence-based Performance- and Acquisition- Based Tier 2 Interventions

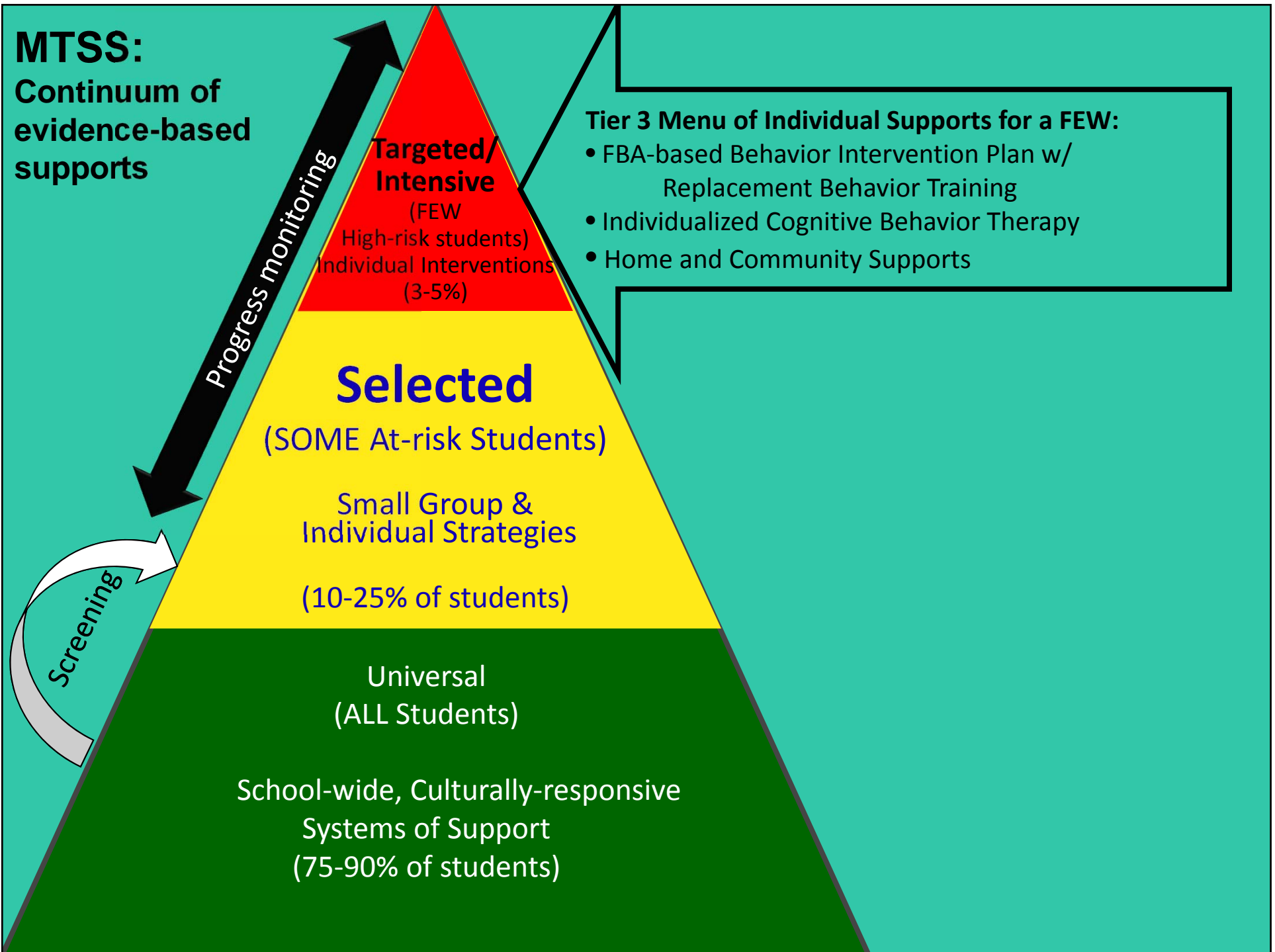
## Performance-based Intervention

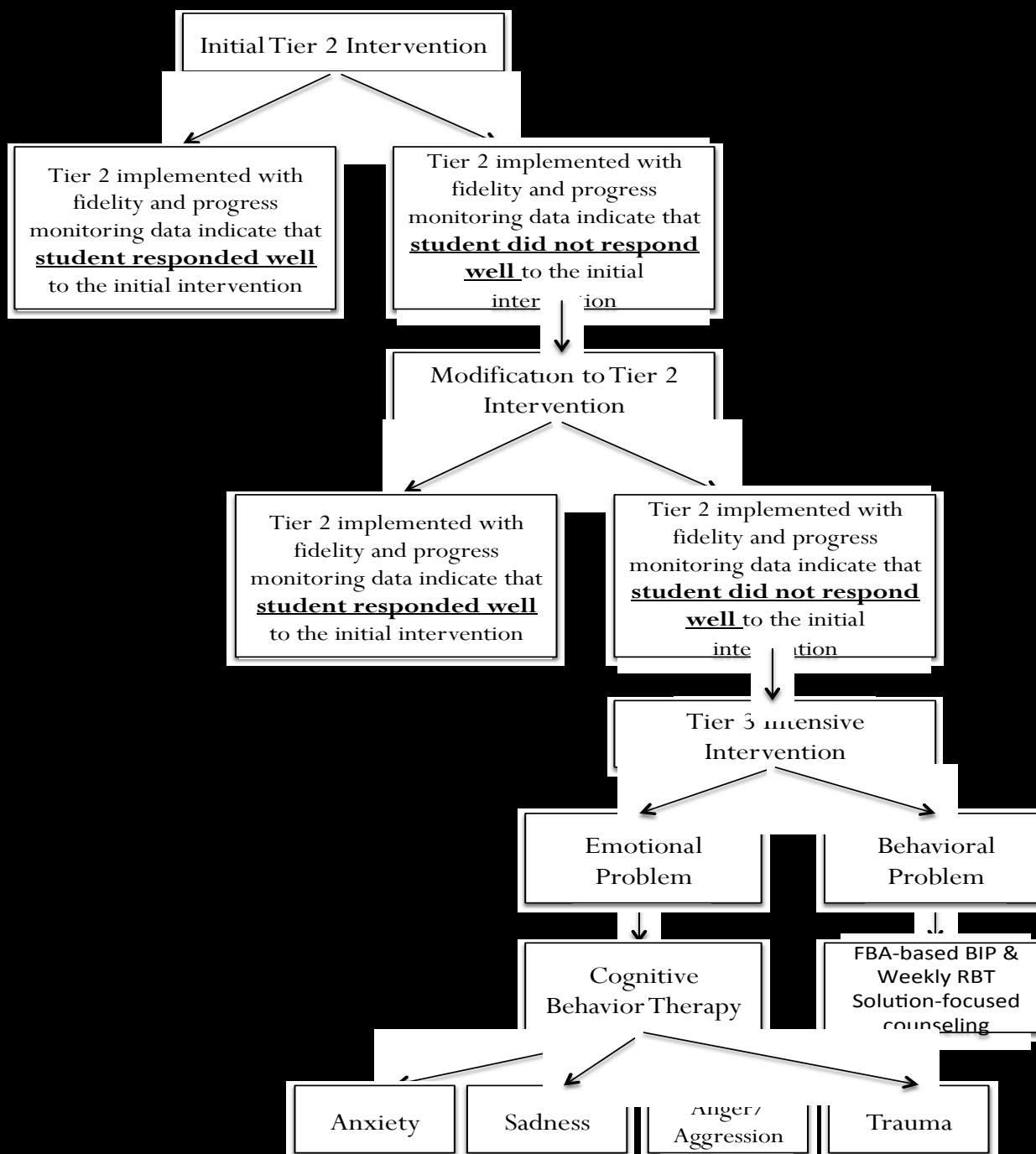
- Structured School-based Mentoring
  - e.g., Check in/Check out
- Behavior contracting
- Class Pass Intervention
- Self-monitoring
- School-home note system

## Acquisition-based Intervention

- Traditional social skills training
- Emotion Regulation
  - Anxiety
  - Anger
  - Trauma
- Executive functioning
  - Organization
  - Impulse control
  - Attention regulation

**MTSS:**  
Continuum of  
evidence-based  
supports

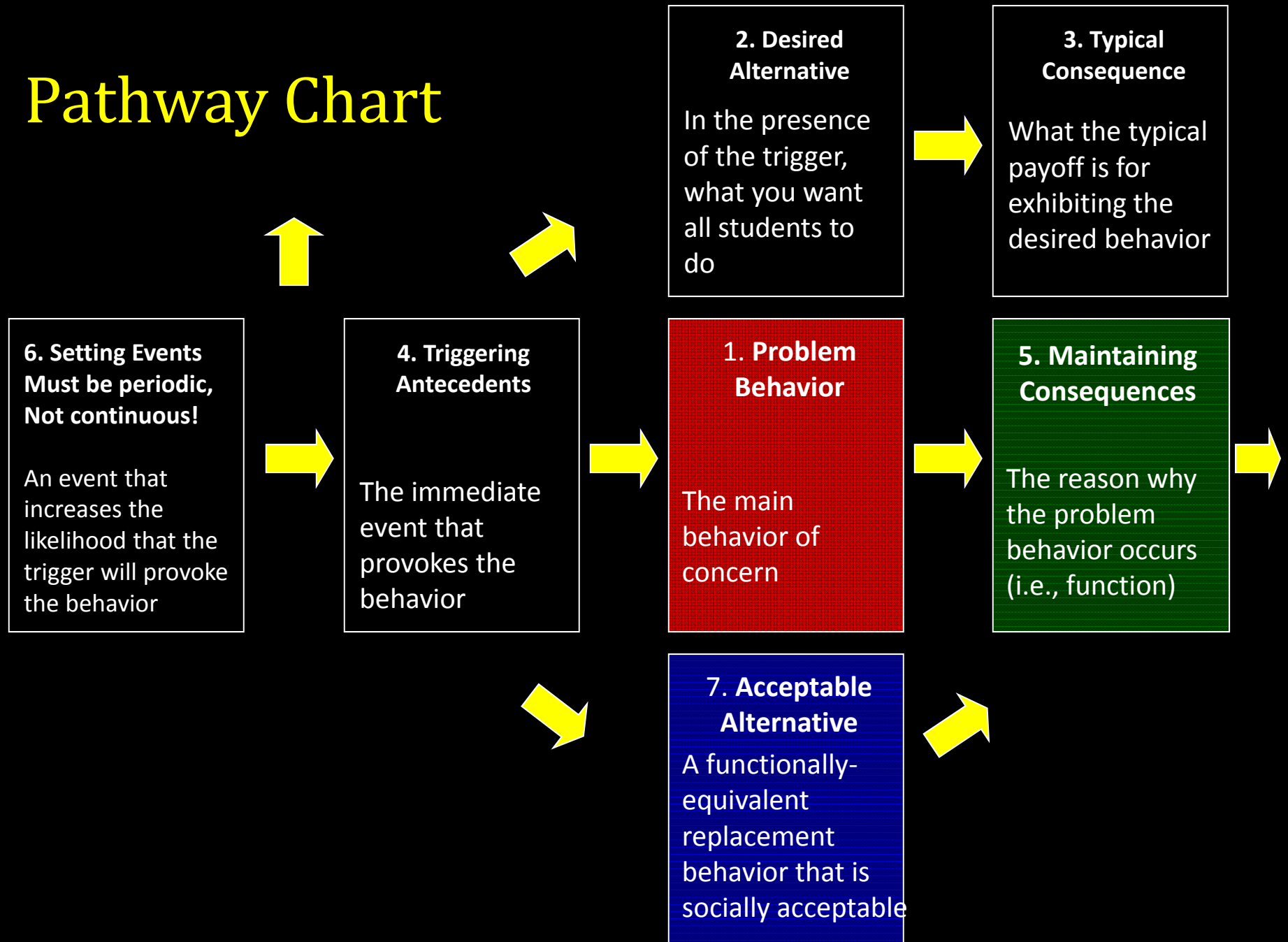




# Is a BIP Warranted?

- If the team answers “YES” to the following three questions, then an intervention that teaches the student how to regulate emotions (e.g., CBT) should be considered:
  - When the main behavior problem of concern happens, is the student emotionally upset?
  - Is the function of the main problem behavior obviously to escape/avoid an unwanted situation/interaction/experience?
  - Is the functionally-equivalent replacement behavior a temporary fix or does it create a problem unto itself?

# Pathway Chart



# The Cognitive Behavioral Model

## CBT STRATEGIES

